

Eastern Washington University
College in the High School
“Running Start Model”
September 14, 2005

<p>Description of Program</p> <p><u>Highlighted “Modern Languages”</u></p> <p>Others include: Biology English 101 Practicum in Community Involvement Direct Peer Instruction (Reading)</p>	<p>Program offers university credit in Modern Languages — Spanish, German, French, Japanese</p> <ul style="list-style-type: none"> Students who successfully complete 3rd year high school foreign language classes—receive EWU credit at EWU 103 language level Students who successfully complete 4th year high school foreign language classes—receive EWU credit at EWU 201 language level High school locations use same textbooks — follow the same curriculum as EWU — students take same final exams as EWU students To ensure standardization and quality — HS teachers are on language teams coordinated by an EWU foreign language faculty member Quality University courses — at their high school campus
<p>Things blocking program development and implementation?</p>	<p>EWU has an excellent working relationship with many area high schools</p> <ul style="list-style-type: none"> This is one of the main factors for a successful program Excellent working relationships with EWU faculty and their high school counterparts <p><u>Barriers:</u></p> <ul style="list-style-type: none"> Cost efficiencies associated with providing courses to rural communities High school students have very little flexibility in choosing electives/because they have so many required courses Scheduling conflicts with the class day often force students to choose between several good options, such as: <ol style="list-style-type: none"> Advanced Languages Advanced Placement (AP) classes Band/Choir
<p>Evidence of effectiveness/measures of success?</p>	<p>600 area high schools students were successful in receiving EWU language credit — Spring 2005</p> <p>Evidence of Effectiveness/Measures</p> <ul style="list-style-type: none"> Building bridges between High Schools and Colleges High school teacher is granted EWU adjunct status with same credentials EWU faculty observes high school classes/reviews student’s final exams/assures that HS classes are equivalent to EWU classes EWU faculty note, students who continue with next language level at EWU campus do very well Feedback the EWU faculty receives from high school counterparts <ol style="list-style-type: none"> HS students who work hard succeed in this program Successful completion gives positive direction Some students who did not feel they were “college material” — with successful credit confidence, move on to post-secondary
<p>Recommended policy changes that would make the program successful and allow it to scale up to a statewide basis?</p>	<p>Rather than developing a “one size fits all” cookie cutter solution, HS and colleges/universities could work together to develop creative solutions. Offer incentives as a way to encourage school districts and higher education institutions to collaborate.</p>
<p>Program costs and how is it funded?</p>	<p>High school teachers receive a stipend from EWU</p> <ul style="list-style-type: none"> Compensate teacher for the out of school time required to serve on the language teams, for work on preparing tests, etc. Curriculum development Assessment <p>EWU faculty/staff</p> <ul style="list-style-type: none"> Paid to lead the language teams Paid for their contributions to administer program, including curriculum development and assessment

EWU “Running Start Model” gives students an opportunity to be in a *traditional* high school experience and are encouraged to challenge themselves!

COLLEGE IN THE HIGH SCHOOL ACADEMIC/TRANSFER GUIDELINES

(Excerpt)

Purpose and Definition: College in the High School (CHS) programs provide college-level academic courses in high schools to serve qualified high school students. They are established by contract between a high school and a college/university. Partners define criteria for student eligibility, including whether all students must be seeking college credit or if the class can be comprised both of students not seeking credit and those who are.

Students: High school students enrolled in CHS are officially enrolled in the college/university and must meet college specific course requirements and prerequisites. Students enrolled in CHS must meet regular college/university policies and regulations regarding student performance and classroom behavior.

Faculty: CHS courses must be taught by teachers meeting faculty appointment criteria established by the appropriate college/university department. Their titles will vary among institutions. The college/university will provide CHS instructors with training and orientation that includes course curriculum, assessment criteria, course philosophy and CHS administrative requirements. CHS instructors will be evaluated according to regular faculty evaluation procedures and may include site visits and review of course content, course delivery, assessment, evaluation, and professional development.

Curriculum: CHS courses are listed in the college/university's course catalog and approved through the regular course approval process. Courses have the same department designation, number, title, and credits and adhere to the same course description. Additional codes, such as location codes, may be added. The award of credit requires the same grading and transcript policies that apply to the course offered in the college/university regular curriculum.

Assessment and Program Evaluation: Student outcomes will be assessed by the same standards used for the course when offered on the college/university campus. Institutions offering CHS will conduct studies of student outcomes to compare students completing courses at the high school with those completing courses on campus.

Governance: The K-12 school district assures compliance with federal and state laws concerning reasonable accommodation for CHS students with disabilities and the development of individualized educational programs (IEPs). Library and other learning support services will meet college/university standards. Local agreements will specify which institution is responsible for providing these services. The high school and college/university will develop a joint statement to address student conduct issues and include an appeal process. The college/university must be regionally accredited.

- Note: These guidelines incorporate concepts from the 2003 National Concurrent Enrollment Program Standards.
- Adopted by the Instruction Commission 10/4/04; Approved by ICAO 12/16/04